

SOCIAL STUDIES STANDARDS

Grade – Seventh

Standard

Benchmark

Indicators

**History**

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

By the end of the 6-8 program,  
Students will . . .

- A. Interpret relationships between events shown on multiple-tier time lines.
- B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations.
- C. Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe.
- D. Describe the effects of interactions among civilizations during the 14<sup>th</sup> through the 18<sup>th</sup> centuries.
- E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.
- F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution.
- G. Analyze the causes and consequences of the American Civil War.

- 1. Group events by broadly defined historical eras and enter onto multiple tier time lines.
- 2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:
  - a. The development of concepts of government and citizenship;
  - b. Scientific and cultural advancements;
  - c. The spread of religions;
  - d. Slavery and systems of labor.
- 3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.
- 4. Explain the lasting effects of military conquests during the Middle Ages including:
  - a. Muslim conquests;
  - b. The Crusades;
  - c. The Mongol invasions.
- 5. Describe the impact of new ideas and institutions on European life including:
  - a. The significance of printing with movable type;
  - b. Major achievements in art, architecture and literature during the Renaissance;

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By the end of the 6-8 program,  
Students will . . .

- c. The Reformation.
- 6. Describe the importance of the West African empires of Ghana, Mali and Songhay including:
  - a. Trade routes;
  - b. Products;
  - c. The spread of the Arabic language;
  - d. The spread of Islam.
- 7. Describe the causes and effects of European exploration after 1400 including:
  - a. Imperialism, colonialism and mercantilism;
  - b. Impact on the peoples of sub-Saharan Africa, Asia and the Americas.

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**People in Societies**

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings

By the end of the 6-8 program, Students will . . .

- A. Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures.
- B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.
- C. Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government.

- 1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.
- 2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.
- 3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.
- 4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.

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**Geography**

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

By the end of the 6-8 program,  
Students will . . .

- A. Identify on a map the location of major physical and human features of each continent.
- B. Define and identify regions using human and physical characteristics.
- C. Explain how the environment influences the way people live in different places and the consequences of modifying the environment.
- D. Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns.

- 1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.
- 2. On a map, identify places related to the historical events being studied and explain their significance.
- 3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.
- 4. Use physical and historical maps to analyze the reasons that human features are located in particular places.
- 5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including:
  - a. Physical features;
  - b. Culture;
  - c. War;
  - d. Trade;
  - e. Technological innovations.

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**Economics**

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

By the end of the 6-8 program,  
Students will . . .

- A. Explain how the endowment and development of productive resources affect economic decisions and global interactions.
- B. Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- C. Identify connections between government policies and the economy.

- 1. Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.
- 2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.

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**Government**

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

By the end of the 6-8 program,  
Students will . . .

- A. Explain why people institute governments, how they influence governments, and how governments interact with each other.
- B. Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy.
- C. Compare the defining characteristics of democracies, monarchies and dictatorships.

- 1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.
- 2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.

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**Citizenship Rights and Responsibilities**

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

By the end of the 6-8 program, Students will . . .

- A. Show the relationship between civic participation and attainment of civic and public goals.
- B. Identify historical origins that influenced the rights U.S. citizens have today.

- 1. Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy.
- 2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.

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**Social Studies Skills and Methods**

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

By the end of the 6-8 program,  
Students will . . .

- A. Analyze different perspectives on a topic obtained from a variety of sources.
- B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions.
- C. Present a position and support it with evidence and citation of sources.
- D. Work effectively in a group.

- 1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.
- 2. Compare multiple viewpoints and frames of reference related to important events in world history.
- 3. Establish guidelines, rules and time lines for group work.
- 4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.